



# Edwardstown Primary School

## 2021 annual report to the community

Edwardstown Primary School Number: 0127

Partnership: Mitcham Plains

Signature

School principal:

Mrs Vicky Bashford

Governing council chair:

Mr Michael Rodenburg

Date of endorsement:

15 December 2021



Government  
of South Australia  
Department for Education

## Context and highlights

Edwardstown Primary continues to be a dynamic, culturally and socially inclusive school. Our leadership team of Principal and Deputy Principal was supported this year by a Wellbeing and an Inquiry coordinator. EPS offers a specialised curriculum in Performing Arts, French, Science and Physical Education. Whilst there was some disruption due to COVID and whole school activities had to comply with restrictions we were able to hold most major events which were attended by families in a limited capacity. Our enrolments increased to 526 with 20 classes. The school accepts enrolments from our local suburbs of Melrose Park, Edwardstown and Clarence Gardens, and has a waiting list for students outside this area.

The double cohort of year 6 and 7 students had many leadership opportunities and were well prepared to transition to high school.

A highlight of the school year was the Student Learning Expo - Eddie's Market, where each class planned, organised and ran a stall. The senior students developed their skills in Business and Economics and used this as a significant part of their learning in second semester.

Curriculum focuses for 2021 included Literacy through consistent pedagogy and programs across the school in every class. Mathematical thinking and Problem solving was also a focus with numerous staff attending training in Thinking Mathematically. Differentiation training also led to enhanced learning programs for all students coupled with an emphasis on Inquiry pedagogy, in particular concentrating on developing student's skills and abilities in dialogic thinking and the development of authentic questioning.

We undertook an External School Review earlier in the year which enabled feedback to be collated on our previous directions and to gain an insight in to our next improvement journey. We were excited to embark on these directions.

Every student from Year 2-7 attended an overnight camp, ranging from a one night Zoo Snooze to a 3 day Aquatics camp. Our Sports Day was well attended, as was End of Year Concert, Book week and Colour Run. Swimming lessons for Reception to Year 5 students took place in Term 3 and Aquatics for year 6/7's in term 1.

Edwardstown is a vibrant school with an exceptional team and whilst this year has been a year of change and academic challenge our staff and students have embraced the school goals of increasing student achievement and we have met our goals and exceed them, improving our student academic results across all year levels.

## Governing council report

2021 has been another interesting year for the Governing Council. The most significant event was appointing a new Principal. From a field of highly capable school leaders Vicky Bashford was the successful candidate. Her long history with EPS and vision for the school's future made her an excellent selection for the role.

During the year Jayne Stinson, Member for Badcoe, and Carolyn Power, Member for Elder, attended Governing Council meetings. EPS has an interesting geographical location, placed on the border of two electorates. The main item raised by councillors to both politicians was the need for improved infrastructure. The growing number of students, despite Year 7 shifting from primary school sites to high school sites in 2022, has led to a critical need for more classrooms and staff preparation rooms. Promoting this need to relevant politicians will be a key focus for Governing Council in the years to come. A Future Site Plan is being designed by a number of council members who have expertise in relevant fields.

As COVID restrictions eased a healthy number of sport teams were out playing for EPS. This year there were 4 cricket teams, 1 tee ball team, 12 basketball teams, 7 netball teams and 5 soccer teams. The soccer pitch was in particularly good form this year, thanks to Jim's work on the grounds. While Judy Fitzpatrick helped manage these teams the coaching and match day preparation was done by parent volunteers, which was great to see. During winter a coffee van was organised for most home matches which was a big success.

Rachel Bell, as the staff representative, provided councillors with regular updates on different teaching and learning strategies being used across the school. In addition, Helena Lambrinos, in her new role as Coordinator of Inquiry, explained how her work was making an impact for staff and students.

Last year the difficult decision was made to cancel Strawberry Fair due to COVID restrictions. The management of big community events didn't get any easier in 2021 so Strawberry Fair was cancelled again. This led to a new initiative, Eddie's Market, which gave students more involvement in developing ideas and being entrepreneurial.

While it's the final year for Year 7 at EPS it's also my final year on council. I joined Governing Council in 2015 and I have admired the continual growth and improvement of the school over those years. I have always been proud to be part of the EPS community and being on council has given me an opportunity to give back and have an impact. The last four years as Governing Council Chair have been rewarding and challenging. I look forward to seeing the next wave of councillors make their mark.

# Quality improvement planning

2021 saw the conclusion of our 3 year Site Improvement Plan with the priorities of Literacy, Numeracy and Inquiry. Our focus continued on by analysing student achievement data sets, determining next steps of learning for students (formative and summative assessments) and developing consistent pedagogical practice R-7.

Literacy improvement again had a focus on Reading and Writing and consisted of our 3rd year (of a 4 year strategic plan) Synthetic Phonics training from Chris Killey, who facilitated 'Independent Spelling' pedagogy professional development throughout the year for our Year 3/4 classroom teachers. This synthetic phonics based spelling program is now consistently implemented Reception to Year 3/4. The success of this consistent pedagogical practice R-7, is evident in our strong NAPLAN and PAT R results this year. The use of Data Days also facilitated year level cohort and whole school staff discussions around the tracking of student achievement and growth. Identifying intervention and differentiation strategies to support those below SEA and those just below Higher Bands. Use of Brightpath as a writing moderation tool along with the consistent implementation of Seven Steps to Writing R-7, has resulted in a common writing language across the school and identified growth in all year levels in writing. Professional Development in the 2nd phase of Seven Steps to Writing, embedded practice in Narrative and Persuasive writing. Use of short term learning goals for students enhanced a focus on misconceptions and targeted student growth in literacies.

2021 NAPLAN HB Reading Achievement: 2021 NAPLAN HB Writing Achievement:

Year 3 – 72% achieved	Year 3 - 56% achieved
Year 5 – 54% achieved	Year 5 - 30% achieved
Year 7 - 41% achieved	Year 7 - 30% achieved

Our Numeracy goal was to increase higher bands in all levels, with a focus on consistent Mathematical Language and Thinking. This involved whole staff and year level team's professional development around breaking down the components of mathematical language and dialogic thinking within Mathematics. Working with the Partnership Curriculum Lead to develop strong questioning techniques which promote dialogic thinking and language in Maths was also a focus.

2021 NAPLAN HB Numeracy Achievement:

Yr 3 - 40% achieved  
Yr 5 – 53% achieved  
Yr 7 – 43% achieved

Our 3rd goals around Inquiry continued on with the 3 year journey to increased students critical and creative thinking skills with a focus on HASS and questioning (dialogic thinking). Staff developed a Scope and Sequence around student's skill development in questioning and levels of inquiry skills. Whole staff and Year level teams worked with our Inquiry Coordinator to develop deep inquiry opportunities in all classrooms, and once again we held our annual Year 4/5 Discovery Time expo, where students exhibited and talked about this individual "ology" inquiry and learning.

2021 HASS A/B Grade Achievement:

Yr 3 - 40% achieved  
Yr 5 – 60% achieved  
Yr 7 – 56% achieved

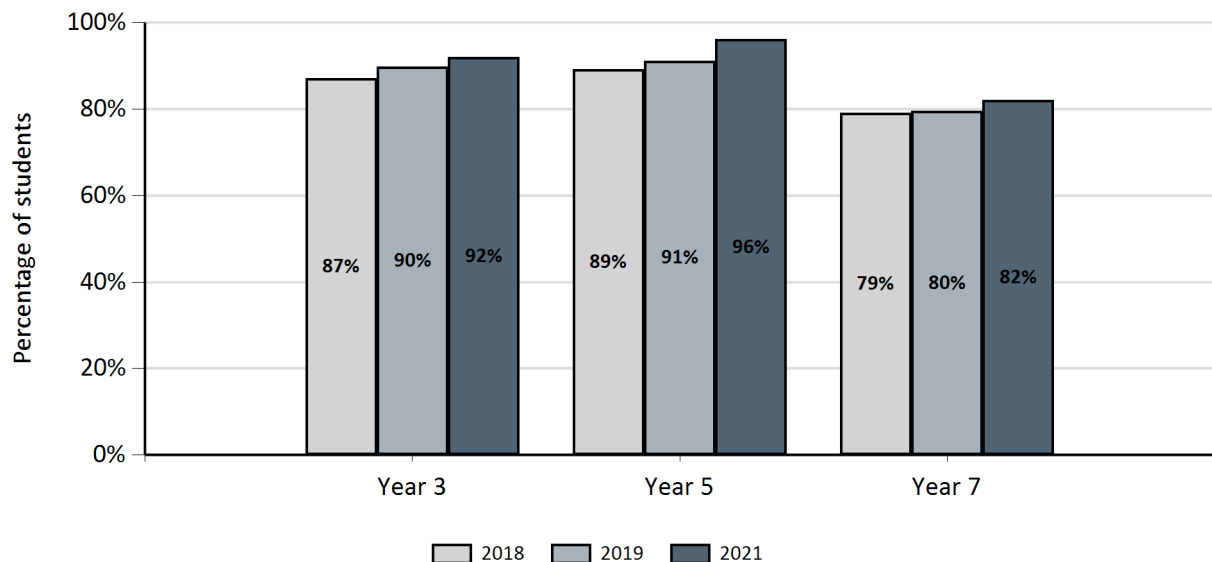


# Performance Summary

## NAPLAN Proficiency

The Department for Education Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level. For NAPLAN, this is students achieving in proficiency bands 1 or more above the national minimum standard for reading and numeracy. The graph below identifies the percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands at or above the SEA for reading and numeracy.

### Reading

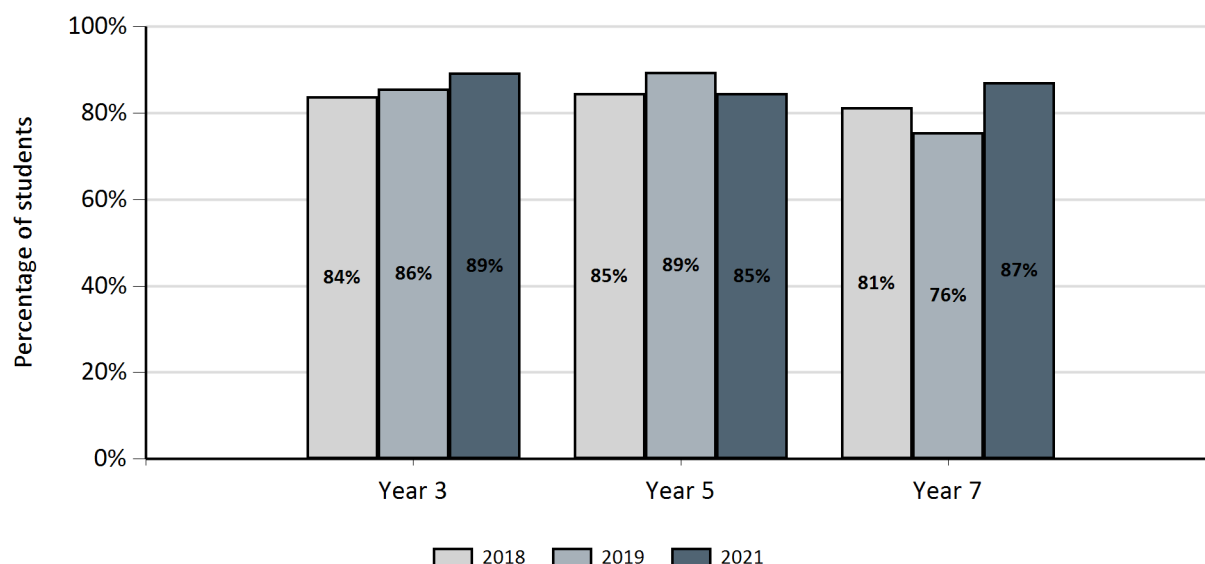


\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2021.

Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

## Numeracy



\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2021.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

## NAPLAN progress

The data below represents the growth of students from 2019 to 2021 in the NAPLAN test relative to students with the same original score, presented in quartiles.

### Reading

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	35%	44%	33%
Middle progress group	58%	44%	48%
Lower progress group	*	*	19%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

### Numeracy

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	39%	33%	33%
Middle progress group	48%	55%	48%
Lower progress group	13%	*	18%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

# NAPLAN upper two bands achievement

This measure shows the number of non-exempt students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test <sup>^</sup>		No. of students achieving in the upper two bands		% of students achieving in the upper two bands <sup>**</sup>	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2021	75	75	54	38	72%	51%
Year 3 2019-2021 Average	62.0	62.0	43.0	32.0	69%	52%
Year 5 2021	52	52	28	19	54%	37%
Year 5 2019-2021 Average	54.5	54.5	28.0	17.5	51%	32%
Year 7 2021	39	39	16	16	41%	41%
Year 7 2019-2021 Average	41.5	42.0	13.5	15.5	33%	37%

\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

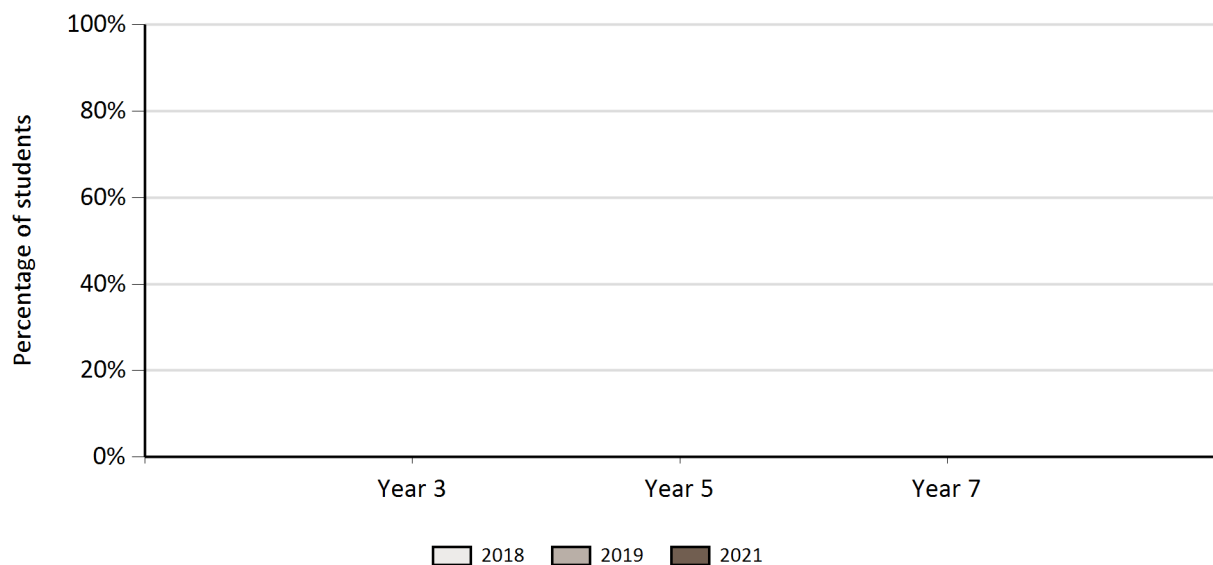
<sup>^</sup>includes absent and withdrawn students.

\*Reporting of data not provided when less than six students in the respective cohort.

\*\*Percentages have been rounded off to the nearest whole number.

## NAPLAN proficiency - Aboriginal learners

### Reading



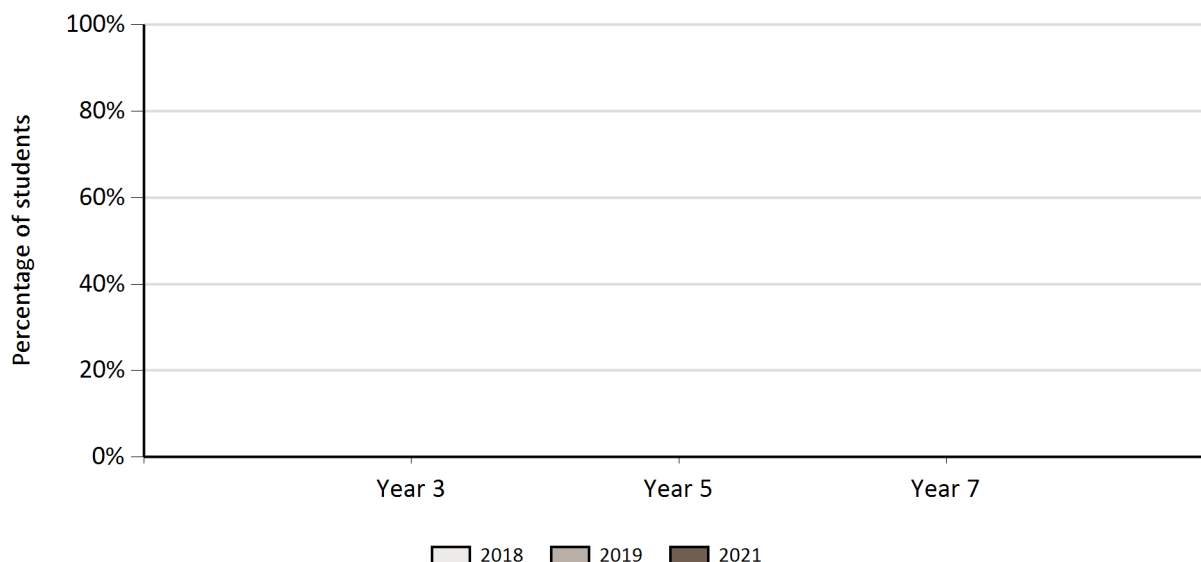
\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

## Numeracy



\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

## NAPLAN progress - Aboriginal learners

The data below represents the growth of Aboriginal students from 2019 to 2021 in the NAPLAN test relative to students with the same original score, presented in quartiles.

### Reading

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	*	*	28%
Middle progress group	*	*	47%
Lower progress group	*	*	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

Data only includes results for Aboriginal students.

### Numeracy

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	*	*	27%
Middle progress group	*	*	48%
Lower progress group	*	*	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

Data only includes results for Aboriginal students.

# NAPLAN upper bands achievement - Aboriginal learners

This measure shows the number of non-exempt Aboriginal students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test <sup>^</sup>		No. of students achieving in the upper two bands		% of students achieving in the upper two bands <sup>**</sup>	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2021	*	*	*	*	*	*
Year 3 2019-2021 Average	*	*	*	*	*	*
Year 5 2021	*	*	*	*	*	*
Year 5 2019-2021 Average	*	*	*	*	*	*
Year 7 2021	*	*	*	*	*	*
Year 7 2019-2021 Average	*	*	*	*	*	*

\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

<sup>^</sup>Includes absent and withdrawn students.

\*Reporting of data not provided when less than six students in the respective cohort.

<sup>\*\*</sup>Percentages have been rounded off to the nearest whole number.

## Aboriginal Learner Achievement Leaders' Resource (ALALR)

### Key element focused on for school improvement in 2021: Continuity of Learning

New improvement actions implemented via the Aboriginal Learner Achievement Leaders' Resource to raise the literacy and numeracy achievement Aboriginal learners:

Whole school processes and termly release focuses on teachers tracking student learning data and planning for individual students to ensure growth is tracked and intervention is targeted to the specific student. This intervention targets both Literacy and Numeracy and is determined by the class teacher to ensure consistency within the classroom program.

Improvements achieved in literacy and numeracy outcomes for Aboriginal learners (Including individual student successes):

All Aboriginal Learners were engaged in their learning and made growth in literacy and numeracy outcomes.



# School performance comment

Our school results showed increased growth in most areas in the NAPLAN test, relative to students across the state. We were named one of the Top 20 Performing schools for NAPLAN Achievement and Growth in 2021. With our performance score trajectory placing us as an “Inspire” School.

There was very strong growth in Reading with an increase in Higher Band and SEA achievement compared to 2019, when the last NAPLAN tests were held. Students from Year 3 made a 7% growth achievement in HB and 2% growth achievement in SEA. Year 5 made a 5% growth achievement in HB and 5% growth achievement in SEA. Year 7 made a 16% growth achievement in HB and 2% growth achievement in SEA.

In Numeracy all year levels made similar achievement, slight dip in growth in 2021, compared to 2019, when the last NAPLAN tests were held. Students from Year 3 made similar growth achievement - 51 students in HB with a slight dip in growth achievement of 88% in SEA. Year 5 made a 7% growth achievement in HB and similar growth achievement of 85% in SEA. Year 7 made an 8% growth achievement in HB and 11% growth achievement in SEA.

In Writing all year levels made similar achievement or growth in 2021, compared to 2019, when the last NAPLAN tests were held. Students from Year 3 scored an achievement of 51% in HB and 3% growth achievement in SEA. Year 5 made a 9% growth achievement in HB and 2% growth achievement in SEA. Year 7 made an 8% growth achievement in HB and a slight dip in growth achievement of 64% in SEA.

Significant improvement in results were reflective of consistency of practice and pedagogy being implemented and embedded in classroom practice. This was as a result of and including Professional Development with Chris Killey ‘Independent Spelling’, Seven Steps to Writing and questioning and dialogic thinking.

Our Year 1 Phonic screening results, with 96% of our Year 1s achieving 32/40 or higher, indicative of our NAPLAN results, with our 2021 Phonics Screening results putting us in the Top 20 performing schools as well. These results were equal highest in our Partnership and an increase of 6% since 2020, which was also the highest score in the partnership. This growth was as a direct result of intervention and differentiation strategies which included: early pre-testing, teacher led intervention, parent support packs provided, and decodable readers available for every JP class. Routines and explicit teaching has also lead to strong Running Record results, with most Year 2 students achieving a reading level over 25, and in many cases, above 30.

# Attendance

Year level	2018	2019	2020	2021
Reception	90.5%	90.7%	86.6%	94.2%
Year 1	93.7%	93.3%	88.0%	92.5%
Year 2	91.3%	93.2%	87.2%	92.0%
Year 3	94.3%	91.6%	89.1%	91.6%
Year 4	90.9%	93.6%	83.7%	93.7%
Year 5	93.5%	92.6%	87.2%	89.7%
Year 6	89.9%	94.0%	83.7%	91.2%
Year 7	90.2%	89.3%	85.7%	86.4%
Total	92.0%	92.5%	86.6%	91.8%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.

NOTE: A blank cell indicates there were no students enrolled.

## Attendance comment

Majority of students maintained a high level of attendance however there are a small number of students who need to be monitored due to attendance issues. These students are closely tracked and the parents/caregivers contacted when their child has 3 days of unexplained absence. There were also a small number of students with disabilities who access private provider sessions during school time on a regular weekly/fortnightly basis. Chronic non-attenders were monitored and plans were enacted to support them to attend school.

Due to COVID restrictions we experienced an increase in the number of days absent due to illness reasons as caregivers were encouraged to keep students home if they were unwell. Some families chose to keep students home when outbreaks occurred.

## Behaviour support comment

We continue to use and promote restorative practices in both the classroom and yard. Use of the school's agreed behaviour support process and Problem Size strategy chart, has ensured consistency across the school. The number of suspensions this year was 17 (external) and 8 (internal) due to the behaviour type of "Threatened or Perpetrated Violence. This was made up of mainly a few students, who we continued to work with them and their families, to put in place positive behaviour strategies and monitored these throughout the year. We had 7 take homes throughout the year, related to the suspensions and similar behaviour patterns.

Staff once again ran additional activities at lunch and recess time to facilitate and provide positive play opportunities activities for those students who needed it.

We had one student excluded and referred to attend the Cowandilla Learning Centre for the behaviour modification program.

# Parent opinion survey summary

We value student, staff and parent feedback in shaping future school directions, and have maintained a positive result overall, particularly in light of unrest with COVID and a new Principal being appointed at the school.

Parent surveys were completed by 190 respondents which is the highest response yet. We unpacked our results at both the School Pride committee and Governing Council. 100% of respondents believe education is important and over 80% believe their child is important to the school, 84% of responders agreed or strongly agreed.

Over 60% agree or strongly agree they know the standard of work expected and 67% agreed that teachers provides effective and targeted feedback to students with 59% stating they receive support to assist their child with their learning.

90% of responses indicted that they receive enough communication which is good as this has been a focus in recent years.

Pleasingly over 90% of families believe that teachers, students and the community are respectful and that the child is important.

In discussion with Governing Council a goal for 2022 is in finding opportunities for parents/caregivers to undertake information or training in how to better support their child with learning as we have been unable to have these parent information sessions over the last 2 years due to COVID restrictions.

## Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	6	11.1%
OV - LEFT SA FOR OVERSEAS	3	5.6%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	45	83.3%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2021. Data shows recorded destinations for students that left the school in the previous year.

## Relevant history screening

21 new WWCC's were completed in 2021 for volunteers with many pending completion. All volunteers attending camps/excursions/sport coaching or on committees as well as working 1:1 with students are required to have a current WWCC. They also are required to complete the RHAN-EC course.

New families to the school are informed of this policy and encouraged to complete the WWCC when they enroll their child. Volunteers can access a link on our SkoolBag app to complete the form. Our number of applications are down from 2020 due to the limited opportunities to volunteer due to restrictions.

# Qualifications held by the teaching workforce and workforce composition

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	44
Post Graduate Qualifications	8

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021 .

Please note: Qualification data is indicative only and reflects what has been recorded in the Department's HR system. Staff who have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

## Workforce composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	27.0	0.2	8.9
Persons	0	31	1	13

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021 .

## Financial statement

Funding Source	Amount
Grants: State	\$204,149
Grants: Commonwealth	\$6,142
Parent Contributions	\$175,665
Fund Raising	\$27,592
Other	\$4,739,270

Data Source: Education Department School Administration System (EDSAS).

## 2021 School Annual Report: Tier 2 Funding Report\*

\*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.

Tier 2 funding section	Tier 2 category (where applicable to the site)	Briefly describe how the 2021 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
Targeted funding for individual students	Improved wellbeing and engagement	A coordinator was appointed to focus on improved wellbeing and engagement. She provided individual and group support as needed as well as worked collaboratively with classroom teachers to support programs in class.	Targeted students tracked and supported and regular communication with families.
	Improved outcomes for students with an additional language or dialect	Students supported with 1:1 or small group work when inducted into our school from IELP or identified through testing.	Agreed goals and progress shared with parents each semester.
	Inclusive Education Support Program	Verified students receive targeted SSO support that meets their individual needs as per recommendations from class teacher and specialists. Students are allocated 1:1 or small group support.	Running records, PAT & NAPLAN show progress improvement and increased engagement
Targeted funding for groups of students	<p>Improved outcomes for</p> <ul style="list-style-type: none"> <li>- rural &amp; isolated students</li> <li>- Aboriginal students</li> <li>- numeracy and literacy including early years support</li> </ul> <p>First language maintenance &amp; development</p> <p>Students taking alternative pathways</p> <p>IESP support</p>	<p>Aboriginal students accessed various targeted support. Ranged on a needs basis from 1:1 learning, social and emotional support to small group work.</p> <p>Early Years support for speech groups, phonics support and general intervention.</p> <p>APAS funding used to assist with additional support in the area of Literacy.</p>	<p>96% phonics screening result</p> <p>Running record results increased</p> <p>1:1 students achieved goals in OnePlan</p>
Program funding for all students	Australian Curriculum	Training and development focused on increasing teacher skills in literacy and numeracy as well as release to co-plan, assess and moderate work samples. Regular data days focused on student growth and misconceptions.	Teachers consistent at formative/summative assessment and identifying next steps
Other discretionary funding	Aboriginal languages programs Initiatives	n/a	n/a
	Better schools funding	Training and development in effective differentiation and release time for cooperative planning to ensure consistency of practice in Literacy and Numeracy	Consistent planning, delivery and data tracking of Literacy programs
	Specialist school reporting (as required)	n/a	n/a
	Improved outcomes for gifted students	n/a	n/a



